

EDUCATIONAL DEPARTMENT.

School of Methods

The Virginia Summer School of Methods is closing the fifth week of its eleventh session. The opening exercises were held on Monday evening, June 25th, in the hall of the beautiful Y. M. C. A. building of the University.

Major Mendenhall delivered the address of welcome on behalf of the city, and William M. Thornton, in the absence of President Alderman, on behalf of the University, while Rev. George E. Booker, speaking for the clergy, extended a cordial greeting. Responses were made by Mr. E. C. Glavin, conductor of the school, and by Dr. W. S. Curran, Dr. Bruce R. Payne, Dr. Albert LeFevre, Supt. E. E. McIntire and other members of the faculty. The exercises were interspersed with delightful music furnished by Mrs. A. B. Montz, pianist, and Miss Nell, violinist, both of this city.

Only about 150 teachers were present at the opening of the school, but this number has been growing daily, and the third week will show an enrollment of probably 300. This seems a small number when compared with the great attendance on the School of Methods since its location here at the University four years ago, but as there are now ten other summer institutes scattered over the State, naturally drawing from this one, the above showing is quite satisfactory and speaks well for its established reputation.

The faculty consists of twenty or more instructors, and it is a significant fact that the great majority of these instructors, and many of the very best of them, are from this State. In the early days of the school practically its entire corps of instructors was drawn from other States. Evidently the teaching force now employed in the public schools in Virginia has been wonderfully developed in the last two decades. It would not be difficult to select a corps of institute instructors in Virginia that would make its mark in any portion of the country.

Owing to the anticipated decrease in attendance, the university course was omitted from the course this summer, with the exception of the English. This department, consisting of rhetoric, composition and literature, is in charge of Dr. W. S. Curran, the distinguished professor of English at Washington and Lee University. This is Dr. Curran's fifth summer at the School of Methods, and his popularity has increased from year to year. He has also taught at Monticello, Tenn., Little Springs and Atlanta, Ga., and is widely known as a popular lecturer on literary subjects. His classes are large and his instruction is popular.

The class in literature is conducted by Dr. Curran. The class in rhetoric and composition meets every day at 9:45 for practical work in composition and outlined analysis. Themes are written daily and criticized before the class, and great interest, and often a movement, is elicited by the frank, outspoken criticisms. The names of the writers are unknown to teacher and to class, which renders the work of criticizing less embarrassing. At the close of the course an examination will be given on assigned portions of the course, and the literature is delivered, rhetoric and composition is conducted by Dr. Curran. This is the largest class in the school, and the attendance is continually growing larger. At present the topic of Shakespeare's plays, the aim of this course is to give of literary studies the drama, comedy, tragedy, the novel, the short story and the essay, lyric and epic poetry. The object is not so much to exhaust any topic, but to suggest point of view. It is not claiming too much to say that this

great work in English is worth more than the entire expense incurred in attendance upon the School of Methods.

Dr. Bruce R. Payne, the head of the Department of Secondary Education at the University of Virginia, is attracting much interest in his lectures on General Methods and Supervision of Elementary Schools. Dr. Payne began his work as a grade teacher in his native State (North Carolina), and soon rose to the position of superintendent of schools. Later he took the Ph. D. degree at Columbia University, and was soon after appointed Professor of Pedagogy at William and Mary College. Last year the Board of Visitors at the University, realizing the need of a higher standard in the secondary schools, appointed Dr. Payne to inspect the same and advise with them as to their improvement.

In instructing his pupils, Dr. Payne artfully conceals his views until the various opinions of his class have been given, and the subject is discussed from all sides. He does not draw attention to his audience, and starts them along lines of investigation entirely new to them. His strong personality, combined with his clear and practical teaching, cannot fail to leave their impress on the minds of the teachers.

The praises of Dr. Thomas W. Page have been resounding across the university campus this summer among his students of history and civil government. Dr. Page comes directly from the University of California, and has filled important positions in several of the large universities North and South. However widely traveled he remains a Virginian still, and his classes delight in noting that despite his breadth of treatment of subjects, he stands with worthy loyalty by the sentiments and traditions of his native State. The interest in Dr. Page's work has been redoubled recently by the announcement of his election to the chair of Political Economy at the University of Virginia. There seems to be a need in the university for awakening the mind to the importance of a knowledge of national affairs; hence the chair of Political Economy, which has just been separated from the school of history in this university, is one of great responsibility and possibilities. Dr. Page is a man admirably fitted by nature and preparation, by the wisdom of his balanced judgment and the large scope of his actual experience to mold in the highest and best way the political aspirations and ideals of the Southern students.

Dr. Albert LeFevre recently elected to succeed Dr. Noah K. Davis in the chair of Philosophy at this university, is rapidly being recognized as one worthy of the high honor just conferred upon him by those coming in touch with his intellect at the School of Methods. His lectures in psychology are so logical, and his demonstrations so forceful that his hearers are congratulating themselves upon the privilege of sitting at the feet of an instructor of unusual intellectual power. One noticeable feature of Dr. LeFevre's discourses is that he uses no superfluous sentences or words. Students dare not indulge in day dreams even for a moment, for it is a matter of comment among the students of this class that Dr. LeFevre's discourses stimulate their minds to the highest of attainments.

The "Teacher's Preparatory Class," under Mrs. M. F. Moffett, is one of the most interesting things connected with the School of Methods, but a description of this and other interesting features of the school must be postponed until a later article.

but for a Virginian and an alumnus and member of the board of the University of Virginia to rise up and say anything goes wrong in his Alma Mater; to say, like Mr. Adams, that its whole policy is wrong, and has been for fifty years, would be a crime. Few of us would stop to inquire whether this radical and irrational son of a great State was right; we should be too busy chasing him over hill and dale to his earthly undoing. The real message which the poor fellow might earnestly desire to bring to us would be, I fear, utterly escape attention.

But, nevertheless, this note of warning to New England and the North ought not to pass unacknowledged by Virginia. We are, as Dr. Mitchell says, undergoing radical changes in educational things. It is very important, indeed, that those who have directed us in the past should make progress by mere innovation. A public school that does not reach and develop the moral natures of children is worse, far, than the old squire school teacher who taught Patrick Henry and George Washington to learn a few things well. I am not at all sure we are actually making progress in higher education in Virginia. Larger endowments and a greater teaching force are but the means to an end. The result depends on the use we make of our gifts. Whole epochs have been wasted by many peoples and many generations. The race rose and fell slowly, and has to be reborn as much as it learns.

In Virginia we are all, large colleges and small, following as fast as we may along the road which, we are seriously informed, Harvard finds to have been the wrong one. We send our college presidents into the highways and beg them to hunt students to fill the voids, prepared or unprepared, into our college classes, only to swell the number of matriculants, and thus appeal to the State or the philanthropist to give us more money, which we again use in swelling our rolls. Mr. Adams says this herding together of large numbers of students is a positive hindrance to sound education, and it must not be forgotten that Mr. Adams is a conscientious and painstaking student, whose word is accepted as authority on subjects to which he devotes attention.

In view of this earnest warning it is not well to ask whether it is a good thing to have a thousand students at the University of Virginia, or whether it is a good thing to have a thousand students at the Polytechnic Institute? Might we not inquire what these thousands do when they leave college. Are they mere consumers of the community's goods, readers of the light and worthless literature, frequenters of the foot-ball parades, and the like? Or do they go on to do something useful? Are not most college students failures, both in college and out? If so, what fault is it? Can we blame the student, or is it an advertisement against a higher education. Are these poor students allowed to enter college who have failed in their home schools? Would it not be well for us to look to this and limit as best we can the number of students who enter? Are these failures due to improper influences in college? The remedy in this case is clear. It is in the cause of real education that five to ten thousand people flock to a spectacular foot-ball contest, spending as much as fifty thousand dollars for the privilege. This is to be doubted. President Eliot thinks this game is one of the most demoralizing forces in American academic life—if we may call such things academic. Who is responsible for these ghastly contests? The students? The faculty?

These are subjects which ought to receive some attention in Virginia at this "parting of the ways" in her history. We do not desire to follow even the greatest of universities along the wrong path. Virginia ought to hold her own. We do not do now, as we rightly hold the Virginia of the past responsible for the backwardness of the present. Trained minds is what the time calls for. Colleges ought to furnish the trained mind, to think, to create, to observe, as Mr. Adams says. We need men who do not yield to the spectacular, but see the higher things as they are presented in the passing events. The reading of a silly and insipid novel by five hundred thousand Americans each half year is no credit to our civilization. The methods of college teachers and administrators lie at the bottom of this. For it has recently been shown that college men are the greatest consumers of worthless literature. They should have example rather than warren again, we do not. Being college men, ten times as many follow them in the wrong.

If we are herding men together rather than training each individual mind, we are, as Mr. Adams assures us, failing in our high calling, and the community ought to call us to account. The flood of individualism in the college field, which President Eliot rightly laments, may be done away by substituting a reasonable co-operation. It is not the duty of any college to be "the biggest thing" in the State or in the world. A very close observer of American education, who has seen the one trait which stands out in the American character is the disposition to measure everything by the yard or in terms of dollars. We always tell a stranger that a certain monument cost "a hundred thousand dollars," and then wait for an exclamation! This trait has got hold of college presidents outside of Virginia. May it not become a trait of those within her borders?

This question of "bigness," it may be remarked in closing, is connected with the large number of "elective" courses. The idea is to attract numbers by these make-show subjects. But a great college stands not by its horde of uncouth and unkempt matriculants, but by the finished intellectual product. Foot-ball shows are largely supported by the idea that they overcome the imaginations of future students and force them to swell already swollen streams of worthless material. Students themselves often fall into the error that a successful foot-ball season increases the enrollment for the coming year. They feel that the college authorities are, therefore, indebted to them for success. This is a common error, and some presidents have failed to resist this argument, and have joined the "whoop and yell" with as much zest as the boys themselves.

Our educational progress may or may not be real ten, twenty or fifty years in arrears in proportion to our success or failure in steering clear of the pitfalls around us. As many thousands may be wasted in education as in the fallacious cleaning of rivers and harbors by our self-deceived politicians.

WILLIAM E. DODD.

When Fortune Frowns.

The man, relying on the stars, naturally supposed he had nothing more to fear, so you can imagine his consternation when opportunity knocked at his door a second time.

"Perweli, a long farewell to all my good-nights!" he exclaimed, and then, with a shiver, he went out, and became rich, and lived happily ever after—luck.

Conference in October

The great Educational Conference, which has been called at the instance of the Co-Operative Education Association, to be held in the city of Richmond, October 3rd, 4th, 5th and 6th, will bring together in one assembly the State Teachers' Association, the State Superintendents, and the 230 local educational associations scattered through every section of the State. Each college and institution of higher learning will be represented, and it is proposed to give every school activity from the country common school to the university an opportunity to be heard, and by bringing into personal contact all the workers in the field to thereby stimulate a greater activity, a more definite and unified plan for work, and to carry forward by concerted design the campaign for education, which has been already accomplished such great results.

It will be remembered that the Co-Operative Education Association, which was organized about two years ago, and now includes in its membership the most prominent educators in every section of the State, has the following objects:

1. A nine-months school for every child.
2. Well trained teachers for all public schools.
3. Efficient supervision for the schools.
4. The introduction of agriculture and industrial courses into the schools.
5. The promotion of school libraries and the correlation of public libraries to the schools.
6. The organization of Citizens' Education Associations in every county and city of the State with a view to the reinforcement of the county superintendents and teachers; to the consolidation of schools; to the increase of local taxation; and to the improvement of school houses and grounds.

Among the evidences of progress within the past year along lines advocated

by this Association may be mentioned—The appointment of the five school examiners; the doubling of the State appropriation for public schools; the appropriation of \$50,000 for high schools; and the act allowing the school districts to borrow money to build school houses from the literary funds.

At the last meeting of the Executive Committee a committee was appointed, consisting of Messrs. J. D. Biggston, George W. Kainer, A. M. Soule, H. B. Friesell, Bruce R. Payne, W. S. Connel and T. O. Sandy, to study and to formulate plans for utilizing public schools and such other agencies as may be available for the advancement of agricultural interests in the State.

The committee appointed to arrange the program decided to open the meetings Wednesday, October 3rd, at which time addresses will be made by Dr. S. C. Mitchell, President of the Association; Governor Swanson, and others. On Thursday, October 4th, it is proposed to hold three sessions devoted to agriculture as related to the schools, and addresses will be made by Dr. S. A. Knapp, U. S. Bureau of Plant Industry; Prof. Soule, of Blacksburg; Dr. H. B. Friesell, and Mr. T. O. Sandy, and others. The afternoon and evening sessions will be devoted to the State Teachers' Association, and addresses will be made by Prof. J. M. McBryde, Jr., Dr. James B. Cannon, Dr. W. W. Moore, Dr. Edwin A. Alderman, and others.

The railroad will arrange to sell a special rate ticket, which will be good until after the Fair, and delegates will thereby be enabled to attend the Fair as well as the Educational Conference should they so desire.

An Open Letter to Teachers of Virginia

Buchanan County Institute, Grundy, Va., July 21, 1936.

Whereas, it is the opinion of many that the Virginia Teachers' Association is not reaching the mass of our teachers, and is, therefore, not accomplishing the most that such an organization should accomplish; and

Whereas, the present organization does not meet the demands upon it in consequence of the recent educational awakening in the State; and

Whereas, we believe that the present unsatisfactory state of affairs is due, in a large measure, to the plan upon which the present organization is based; and

Therefore, we submit the following as a tentative plan for the reorganization of said association, which plan to be duly considered, and, if thought best, adopted at the meeting of the association in Richmond in October.

The plan which we propose as a basis for reorganization embraces the following features:

- (1) Instead of ten vice-presidents, as formerly, let there be five, one from each examiner's circuit, which vice-presidents are to co-operate with their respective examiners and division superintendents in carrying on the work of the association. Their special duty shall be to effect and encourage local associations in the counties of their respective circuits, and the promotion of a professional spirit among teachers, and to encourage members of the county organizations to become individual members of the State association.

- (2) There shall be one executive committee, composed of one member from each examiner's circuit, of which committee the president and corresponding secretary shall be members ex officio.

- (3) There should be a corresponding secretary.

- (4) An executive committee, composed of one member from each examiner's circuit, of which committee the president and corresponding secretary shall be members ex officio.

- (5) A press committee, composed of the five vice-presidents.

- (6) An auditing committee of three, appointed by the president.

- (7) A committee on school economy, composed of a teacher and a superintendent from each examiner's circuit, whose duty it shall be to look after the material needs of the schools and to report the same to the executive committee through its president before the annual

program is made out, so they can be freely discussed.

(8) A committee on correlation and unification of school work, who shall co-operate with the Superintendent of Public Instruction in this and, and committee to consist of one high school principal in each circuit, each of whom shall associate with himself at least three teachers in his circuit, representing different grades of school work in city and country schools.

It will be noted that the examiner's circuit is made the unit instead of the county, as formerly, which suggests that some change must be made in the basis of membership in the association.

In similar organizations in other States the individual is the unit of membership instead of the county organization, and we urge that such a basis be substituted for our present plan, thus abolishing the delegate system, and giving to each bona fide member a full vote in the State association. It must not be understood that this plan would abolish the present county organizations or preclude the formation of others. Instead, it would encourage and strengthen such associations.

In addition to the general purposes of the associations, as stated in the present Constitution, we want to suggest that the special purposes of this association be reorganized, be the establishment and maintenance of a State teachers' magazine and the unification of all school work in Virginia.

We suggest also that there be three classes of members—active, advisory and honorary. The active and advisory being required to pay an annual fee of 50 cents, payment of said fee being requisite for membership in the association, and said fee to be paid directly to the recording secretary and treasurer.

It is hoped that the teachers of Virginia will give the above their careful consideration and come to the Richmond meeting in October from every district in the State prepared for intelligent discussion and positive action upon it.

Respectfully,
P. C. Williams, Associate Principal, Dublin Institute, J. W. Miller, Principal, Melrose School, Roanoke, Va.; W. L. Kerr, Principal, High School, Shenandoah, Va.; J. M. C. Sutherland, Secretary, Buchanan County Teachers' Association; J. Luther Hutton, President, Old Dominion College, Honaker, Va.

Farmville Normal Closes Fine Session

FARMVILLE, VA., July 23.—The Summer Institute at this place closed this evening, after four weeks of most excellent work on the part of both instructors and students.

Dr. J. Leselle Hall, of Williamsburg, proved a faithful and efficient conductor, as well as a most earnest and inspiring instructor, in English grammar. He kept the largest class in the school, and kept every member of it wide awake.

Miss Falschauer's skillful handling of the little ones in her "model school" proved the constant wonder of the many teachers who availed themselves of the opportunity of learning primary methods by seeing them put into practice before their eyes by one who is a "past master" in the art of teaching.

Professor B. B. Smithley, of Randolph-Macon College, was one of the most popular of the instructors. His winning personality and courteous and kindly consideration of others endeared him to the students. His instruction was coupled with his thorough mastery of his theme, and he had an ideal teacher of mathematics.

Indeed, Dr. Hall's claim seems to be well substantiated—that the Farmville Institute had the best faculty of any of the summer institutes in the State. The closing entertainment of the session was given Thursday night. It was an "advertising social," a most informal and enjoyable occasion, which brought the teachers more closely together on the eve of parting with each other.

Many of the teachers are remaining over to take the State examinations next Monday, Tuesday and Wednesday.

Stafford County Increases School Levy

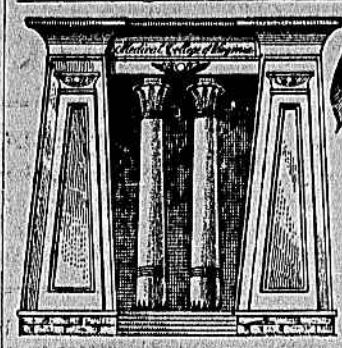
At a recent meeting of the county school board of Stafford county, resolutions were passed asking the county supervisors of the county to increase the local levy for schools. The school board, accompanied by Superintendent James Ashby and Examiner E. H. Russell, appeared before the board of supervisors with the request. It is gratifying to note that, without hesitation, the board of supervisors made the following increase:

The county levy was raised from 10 cents to 15 cents on the \$100; the district levy in Hartwood and Rock Hill Districts was raised from 10 cents to 20 cents on the \$100; the levy in Palmyra District was raised from 8 cents to 15 cents on the \$100, and the levy in Aquia District was raised from 10 cents to 15 cents.

This wise action on the part of the Stafford county supervisors is to be commended, and should be followed by similar action throughout the State. We cannot have good public schools unless the local communities rise in their broad-mindedness and vote their generous support.

SCHOOLS AND COLLEGES

The Times-Dispatch will furnish to any one who wishes it, information about any educational institution in Virginia, whether the institution is advertised in this paper or not.



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FRANK M. READE, M. D., Sec'y., Richmond, Va.

9 VIRGINIA

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SIXTH ANNUAL SESSION.

Session opens September 5, 1936. Pupils now being listed in all the Departments of Piano, Voice, Violin, Mandolin and Guitar, Expression, Dramatic Art, Physical Culture, and also culture classes. Following is the faculty: Piano—Prof. Frank E. Cosby, Miss Robert Ph. Pollock, Miss Nannie Davis, Voice Culture—Mrs. Jas. C. Blasingame, Expression—Dramatic Art, Physical Culture and Culture Classes—Miss Marie Thlow, Violin and Band Instruments—Mr. G. A. Thlow, Mandolin and Guitar—Mr. Frank E. Cosby, Mrs. L. L. B. (Harvard), C. B. Garnett, M. A., L. L. B.

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633 Session.

MARIA PENDLETON DUVAL, Principal, Virginia Female Institute, Staunton, Va.

For catalogue address

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